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ABSTRACT

In spring 1983, a study was conducted at Johnson County Community College (JCCC) to develop a profile of students' characteristics and perceptions of the college and its programs. A random sample of 1,301 students from 70 on-campus credit classes was surveyed to obtain opinions of JCCC's characteristics and services and various academic, athletic, and facilities proposals; and to gather information on students' use of the college's counseling services, interest in specific workshops, self-assessment of their computer literacy, and personal characteristics and goals. Study findings, based on responses from 469 students, included the following: (1) 76.6% of the full-time students were employed at least part-time, but 57.7% were financially dependent on their parents; (2) 68% of the part-time students taking less than 7 credit hours were employed full-time, and 75.6% contributed to the support of a household; (3) 47.1% of the students were attending JCCC to prepare for transfer and 37.2% to obtain job-related skills; (4) high quality teaching, a wide range of courses, highly qualified faculty, well-maintained facilities, and modern equipment were considered to be the most important characteristics that both should be and were present at JCCC; (5) the college services receiving the most "satisfied" ratings were instructional support services, information desk, library services, the bookstore, and testing services. The study report analyzes findings for full-/part-time students, freshmen/sophomores, and day/evening students, and includes the questionnaire. (HB)

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JCCC Students: Characteristics and Perceptions Spring 1983

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Office of Institutional Research
Johnson County Community College
October 1983

JC 840 014

JCCC STUDENTS: CHARACTERISTICS AND PERCEPTIONS
SPRING, 1983

In the spring of 1983, a survey was conducted of JCCC students enrolled in credit classes. The purpose of the survey was to develop a profile of important characteristics of JCCC students and to determine these students' perceptions concerning selected characteristics of the College.

A random sample of 70 classes was selected from the section master list of on-campus credit courses, and instructors in these classes were asked to distribute the survey to their students during the week of May 2. Students who had completed the survey in another class were asked to indicate this on the questionnaire and to return the blank survey to their instructor. Altogether, 1,301 individuals were surveyed. The findings in this report are based on the responses of 469 students, or 36 percent of the sample.

The results of the survey are summarized in three parts. Part I provides a profile of important characteristics of JCCC students and thus augments the College's data base. Part II analyzes students' perceptions of important characteristics of JCCC. Part III provides an analysis of students' use of and satisfaction with selected College services. Tables are included that provide a detailed analysis of the responses.

If you have any questions concerning the data reported here, please call:

Office of Institutional Research
Johnson County Community College
(913) 888-8500 ext. 441

PART I: JCCC STUDENT PROFILE

Demographic Characteristics of Responding Students

The sampling procedures used in conducting this survey selected students according to their enrollment in randomly selected on-campus credit courses. Thus, students enrolled in more classes were more likely to have been selected. The sample was more representative of "full-time equivalent" (FTE) enrollment than of total student headcount enrollment.

Comparison of the demographic characteristics of respondents to the student survey with known characteristics of JCCC enrollments also indicated that responding students were more representative of the College's FTE enrollment in important respects than of its total headcount.

* Female respondents outnumbered males by a ratio of 3 to 2.

* The average age of the responding students was 26.6 years, and their median age was 24.4 years.

  Fully two-thirds of all responding students were 29 years old or younger.

* Nearly 90 percent of the respondents were Johnson County residents.

* The majority of the respondents were single and had no children. However, 40 percent were married, and over 30 percent had one or more children.

* Nearly 80 percent of all student-respondents were employed, and 37.3 percent were employed full-time. Employed students average 32 hours per week on the job.

* The majority of students earned less than $150 per week, and fully one-third indicated that they were dependent on their parents for support.

* Comparison of these demographic data with those from previous surveys conducted in 1976 and 1981 indicated the following:

  --The percentage of students who are employed full-time has continued to increase -- from 6 percent in 1976, to 23 percent in 1981, and to 37 percent in 1983.

  --The percentage of students who are married (25 percent in 1976 and 1981) or who have children (17 percent in 1981) has increased dramatically.

Observed trends toward greater numbers of part-time, older, and female students are thus confirmed by responses to this survey.

TABLE 1

DEMOGRAPHIC CHARACTERISTICS
OF RESPONDING STUDENTS

Characteristic	Number	Percent
Sex		
Male	189	41.3%
Female	269	58.7
Age		
15 - 17 years	9	1.9%
18 - 20 years	151	32.2
21 - 29 years	154	32.8
30 - 39 years	100	21.3
40 - 49 years	34	7.2
50+ years	8	1.7
Unknown	13	2.8
Average Age: 26.6 years		
Median Age: 24.4 years		
Residence		
Johnson County		
Central Overland Park	120	26.6%
Eastern suburbs	42	9.3
Northern suburbs	61	13.5
Olathe	68	15.1
Shawnee - Lenexa	78	17.3
Southern rural	14	3.1
Western rural	17	3.8
Subtotal	400	88.7
Other Kansas county	38	8.4
Out of State	13	2.9
Marital Status		
Single	275	60.0%
Married	183	40.0
Number of Children		
0	323	68.9%
1	37	7.9
2	58	12.4
3	42	9.0
4+	9	1.9

TABLE 1

DEMOGRAPHIC CHARACTERISTICS
OF RESPONDING STUDENTS
(Continued)

Characteristic		Number	Percent
Employment Status			
Not in labor force		58	12.9%
Unemployed		43	9.5
Employed part-time		182	40.4
Employed full-time		168	37.3
Hours Employed per week			
1 - 9 hours		10	2.9%
10 - 19 hours		35	10.3
20 - 29 hours		92	27.1
30 - 39 hours		61	17.9
40+ hours		142	41.8
Average hours:	31.7		
Weekly Earnings			
Less than $150		133	53.8%
$150 - $299		42	17.0
$300 - $449		46	18.6
$450 - $599		20	8.1
$600 +		6	2.4
Average earnings	$203.15		
Support Status			
Dependent on parents		150	33.9%
Independent of parents		71	16.0
Sole support of household		76	17.2
Jointly support household		146	33.0
Disabilities			
None		383	91.8%
Visually impaired		11	2.6
Physically disabled		7	1.7
Mobility impaired		1	0.2
Hearing impaired		6	1.4
Learning disabled		3	0.7
Other		6	1.4

Academic Characteristics of JCCC Students

* The largest group of respondents were freshmen, students having previously completed 25 or fewer credit hours. Significantly, over 16 percent of the respondents had already earned 64 or more college credit hours.

* As many respondents to the survey were full-time students enrolled in 12 or more credit hours as were part-time students enrolled in 6 or fewer hours. These two groups of students accounted for over 80 percent of all respondents.

* The majority of all respondents were enrolled only in day classes. Just over 30 percent were exclusively enrolled in evening classes.

* Seventeen percent of those enrolled during the spring semester were attending JCCC for the first time; however, over one-fifth had attended the College five or more semesters.

* The majority had earned all of their credit hours at JCCC. However, nearly 10 percent had already completed an associate's degree, and another 8 percent had already earned at least a bachelor's degree.

* The greatest number of respondents were recent high school graduates, and just over 40 percent had graduated from Johnson County high schools.

* Just more than half of all respondents judged themselves to have some knowledge or ability to use computers. However, fully 48 percent indicated "little or no understanding" of computers.

TABLE 2

ACADEMIC CHARACTERISTICS
OF JCCC STUDENTS

Characteristic	Number	Percent
Student Level		
Freshman (0 - 25 credit hours)	213	45.4%
Sophomore (26 - 63 credit hours)	179	38.2
Special (64+ credit hours)	77	16.4
Attendance Status		
Day student	250	54.8%
Evening student	141	30.9
Day and evening student	65	14.3
Enrollment Status		
Part-time (1 - 6 credit hours)	192	40.9%
Part-time (7 - 11 credit hours)	82	17.5
Full-time (12+ credit hours)	195	41.6
Semesters Enrolled at JCCC		
1 semester	77	17.4%
2 semesters	133	30.1
3 semesters	63	14.3
4 semesters	74	16.7
5+ semesters	95	21.5
Credit Hours Completed at JCCC		
0	102	21.7%
1 - 12 credit hours	114	24.3
13 - 25 credit hours	116	24.7
26 - 63 credit hours	130	27.7
64+ credit hours	7	1.5
Credit Hours Completed Elsewhere		
0	288	61.4%
1 - 12 credit hours	32	6.8
13 - 25 credit hours	32	6.8
26 - 63 credit hours	67	14.3
64 - 119 credit hours	18	3.8
120+ credit hours	32	6.8
Highest Degree Attained		
Grade school diploma	1	0.2%
GED	18	4.0
High school diploma	321	71.2
License/certificate	32	7.1
Associate's degree	43	9.5
Bachelor's degree	30	6.7
Master's degree	6	1.3
Doctorate	0	0.0

TABLE 2

ACADEMIC CHARACTERISTICS
OF JCCC STUDENTS
(continued)

Characteristic	Number	Percent
Year of High School Graduation		
Before 1960	34	7.9%
1960 - 1969	78	18.2
1970 - 1974	63	14.7
1975 - 1979	74	17.2
1980 - 1983	180	42.0
High School Graduated From		
Shawnee Mission District		
Shawnee Mission East	19	4.5%
Shawnee Mission North	25	5.9
Shawnee Mission Northwest	35	8.3
Shawnee Mission South	26	6.1
Shawnee Mission West	37	8.7
Subtotal	142	33.5
Olathe District		
Olathe North	19	4.5
Olathe South	7	1.7
Subtotal	26	6.2
Blue Valley	3	0.7
DeSoto	2	0.5
Gardner Edgerton	4	0.9
Johnson County Subtotal	177	41.8
Other metropolitan area schools	90	21.2
Other Kansas schools	47	11.1
Other Missouri schools	22	5.2
Out-of-state schools	82	19.3
Foreign schools	6	1.4
Other Subtotal	247	58.2
Computer Literacy		
Little or no understanding	220	48.0%
General understanding	78	17.0
Able to use prepared software	40	8.7
Able to write simple programs	83	18.1
Able to write original software	37	8.1

JCCC Student Profiles

* Full-time students were considerably younger than part-time students. Two-thirds were employed on a part-time basis, but the majority were dependent on parents for financial support. The vast majority were enrolled in day classes only.

* Almost 70 percent of the part-time students taking less than seven hours were employed full-time, and three out of four contributed to the support of a household. Sixty-two percent were enrolled in evening classes only, and part-time students were nearly twice as likely to be female.

* Freshmen and sophomores were similar in most respects. However, undergraduate specials--students having earned 64 or more credit hours--were considerably older, more likely to be employed full-time and contribute to the support of a household, and more likely to be evening students.

* Evening students were considerably older than those who were enrolled only in day classes; 84.1 percent were employed full-time and only 10.1 percent were dependent on parents for financial support. Eight out of ten were enrolled in less than seven credit hours.

* Students enrolled in classes during the day only were largely what might be described as "traditional" college students. Nearly 60 percent were enrolled full-time, and half were 20 years old or younger; most were employed part-time; and nearly half depended on their parents for financial support.

TABLE 3

JCCC
STUDENT CHARACTERISTICS BY
ENROLLMENT STATUS

Characteristics	Status/Credit Hours Enrolled		
	PT/1-6 hrs.	PT/7-11 hrs.	FT/12+ hrs.
Number in Sample[1]	192	82	195
Sex			
Male	37.4%	35.8%	47.2%
Female	62.6	64.2	52.8
Age			
15 - 17 years	2.1%	1.2%	2.1%
18 - 20 years	10.4	24.4	56.9
21 - 29 years	34.9	37.8	28.7
30 - 39 years	33.3	22.0	9.2
40 - 49 years	10.4	11.0	2.6
50+ years	3.6	1.2	0.0
Unknown	5.2	2.4	0.5
Average Age:	30.9	28.0	22.7
Employment Status			
Not in labor force	12.4%	19.8%	10.4%
Unemployed	3.4	14.8	13.0
Part-time employed	16.3	37.0	64.1
Full-time employed	68.0	28.4	12.5
Support Status			
Dependent on parents	13.6%	21.8%	57.7%
Independent of parents	10.8	24.4	17.5
Sole support of household	26.7	16.7	8.5
Jointly support household	48.9	37.2	16.4
Student Schedule			
Day classes only	33.0%	51.2%	76.4%
Day & evening classes	5.6	19.5	20.0
Evening classes only	61.5	29.3	3.6
Student Level			
Freshman (0 - 25 credit hrs.)	49.0%	37.8%	45.1%
Sophomore (26 - 63 credit hrs.)	27.1	42.7	47.2
Special (67+ credit hrs.)	24.0	19.5	7.7

1. Percents indicated are column percents calculated on the number of responses to the specific question, which may be smaller than the total sample.

TABLE 4

JCCC
STUDENT CHARACTERISTICS BY
STUDENT LEVEL

Characteristics	Student Level		
	Freshman	Sophomore	Special
Number in Sample[1]	213	179	77
Sex			
Male	42.2%	39.7%	42.7%
Female	57.8	60.3	57.3
Age			
15 - 17 years	4.2%	0.0%	0.0%
18 - 20 years	39.4	35.2	5.2
21 - 29 years	27.7	34.7	42.9
30 - 39 years	16.4	19.6	39.0
40 - 49 years	5.2	8.4	10.4
50+ years	2.8	1.1	0.0
Unknown	4.2	1.1	2.6
Average Age:	25.7	26.8	29.5
Employment Status			
Not in labor force	13.5%	13.0%	10.8%
Unemployed	12.0	7.3	8.1
Part-time employed	39.5	44.1	33.8
Full-time employed	35.0	35.6	47.3
Support Status			
Dependent on parents	39.1%	37.0%	12.3%
Independent of parents	13.7	17.9	17.8
Sole support of household	17.3	16.2	19.2
Jointly support household	29.9	28.9	50.7
Student Schedule			
Day classes only	62.2%	56.2%	32.5%
Day & evening classes	10.0	18.5	15.6
Evening classes only	27.9	25.3	51.9
Enrollment Status			
Part-time (1-6 credit hrs.)	44.1%	29.1%	59.7%
Part-time (7-11 credit hrs.)	14.6	19.6	20.8
Full-time (12+ credit hrs.)	41.3	51.4	19.5

1. Percents indicated are column percents calculated on the number of responses to the specific question, which may be smaller than the total sample.

TABLE 5

JCCC
STUDENT CHARACTERISTICS
BY SCHEDULE

Characteristics	Attendance Schedule		
	Day	Evening	Day & Evening
Number in Sample[1]	250	141	65
Sex			
Male	41.0%	40.7%	43.8%
Female	59.0	59.3	56.3
Age			
15 - 17 years	3.2%	0.7%	0.0%
18 - 20 years	46.8	9.9	27.7
21 - 29 years	27.2	42.6	36.9
30 - 39 years	14.8	32.6	24.6
40 - 49 years	4.8	11.3	9.2
50+ years	2.0	2.1	0.0
Unknown	1.2	0.7	1.5
Average Age:	24.9 years	30.4 years	27.5 years
Employment Status			
Not in labor force	19.2%	2.2%	12.5%
Unemployed	12.7	3.6	10.9
Part-time employed	53.5	10.1	54.7
Full-time employed	14.7	84.1	21.9
Support Status			
Dependent on parents	49.0%	10.1%	27.9%
Indepedent of parents	17.2	10.8	24.6
Sole support of household	9.6	31.7	13.1
Jointly support household	24.3	47.5	34.4
Student Level			
Freshman (0 - 25 credit hours)	50.0%	39.7%	30.8%
Sophomore (26 - 63 credit hours)	40.0	31.9	50.8
Special (64+ credit hours)	10.0	28.4	18.5
Enrollment Status			
Part-time (1 - 6 credit hours)	23.6%	78.0%	15.4%
Part-time (7 - 11 credit hours)	16.8	17.0	24.6
Full-time (12+ credit hours)	59.6	5.0	60.0

1. Percents indicated are column percents calculated on the number of responses to the specific question, which may be smaller than the total sample.

Educational and Career Plans

* Almost half of the students were attending JCCC to prepare for transfer to a four-year institution. One-quarter hoped to acquire job skills that would increase their opportunities for advancement or enable them to change jobs.

* Nearly one-third of those who plan to transfer expected to attend JCCC for five or more semesters.

* The University of Kansas was the "first choice" institution for over 40 percent of those students who plan to transfer. Part-time students were more likely to identify metropolitan area colleges as a "first choice" than full-time students.

* Four out of ten JCCC students plan to earn a bachelor's degree, and another third hope to complete a master's degree.

* As a whole, students were primarily interested in advanced degree professions, technologies and allied health fields. Less than ten percent were undecided as to career choice.

* Half of the students who were enrolled in less than seven credit hours attended JCCC for job related reasons, but one-third were interested in transfer preparation. The career areas of most interest included the technologies, management/sales, and business operations.

* Six out of ten full-time students attended JCCC to prepare for transfer. Forty-three percent plan to earn a master's or doctorate, and nearly a quarter were interested in advanced degree professions.

* The majority of students enrolled in day classes were interested in transfer preparation. In contrast, 52 percent of the evening students attended JCCC for job-related reasons; half of these enrolled to acquire skills for job advancement.

TABLE 6
EDUCATIONAL AND CAREER PLANS OF
JCCC STUDENTS

Student Plans	Number	Percent
Principal Reason for Attendance		
Prepare to transfer	210	47.1%
General education	13	2.9
Personal development	21	4.7
Subtotal	34	7.6
Skills for job advancement	63	14.1
On-the-job requirements	2	0.4
Skills for first job	30	6.7
Skills to change jobs	56	12.6
Skills to re-enter work force	15	3.4
Subtotal	166	37.2
Other	36	8.1
Semesters Planned at JCCC Before Transfer		
1 semester	18	6.5%
2 semesters	40	14.3
3 - 4 semesters	125	44.8
5 semesters or more	96	34.4
1st/2nd Choice Transfer School		
University of Kansas	112/50	41.9/27.0%
Kansas State University	35/27	13.1/14.6
Wichita State University	2/ 2	0.7/ 1.1
Emporia State University	3/ 5	1.1/ 2.7
Other Kansas state colleges	8/ 7	3.0/ 3.8
University of Missouri - Kansas City	34/37	12.7/20.0
Other out-of-state colleges	20/26	7.5/14.1
Avila College	34/12	12.7/ 6.5
Rockhurst College	6/11	2.2/ 5.9
Other private colleges	13/ 8	4.9/ 4.3
Highest Degree Sought		
Associate's	52	17.2%
Bachelor's	130	42.9
Master's	99	32.7
Doctorate	22	7.3
Selected Career Occupations		
Advanced degree professions	78	19.5%
Allied health	54	13.5
Applied arts	20	5.0
Business operations	40	10.0
Management/sales	51	12.7
Social services	28	7.0
Technologies	63	15.7
Trades/crafts	5	1.2
Other	28	7.0
Don't know	34	8.5

TABLE 7

EDUCATIONAL AND CAREER PLANS OF JCCC STUDENTS
BY ENROLLMENT STATUS, SPRING 1983

Student Plans	Status/Credit Hours Enrolled PT/1-6 hrs.	PT/7-11 hrs.	PT/12+ hrs.
Number in Sample[1]	192	82	195
Principal Reason for Attendance			
Prepare to transfer	32.0%	43.2%	62.6%
General education	3.4	3.7	2.1
Personal development	7.4	6.2	1.6
Subtotal	10.8%	9.9%	3.7%
Skills for job advancement	26.3	13.6	3.2
On-the-job requirements	1.1	0.0	0.0
Skills for first job	2.3	6.2	11.1
Skills to change jobs	15.4	14.8	8.9
Skills to re-enter work force	2.9	3.7	3.7
Subtotal	48.0%	38.3%	26.9%
Other	9.1%	8.6%	6.8%
Highest Degree Sought			
Associate's	21.4%	21.3%	12.5%
Bachelor's	45.9	34.4	44.4
Master's	28.6	39.3	31.3
Doctorate	4.1	4.9	11.8
1st/2nd Choice Transfer School			
University of Kansas	44.6/27.5%	40.4/21.6%	41.1/28.9%
Kansas State University	6.8/13.7	5.8/10.8	19.1/16.5
Other Kansas state colleges	4.1/ 7.8	3.8/13.5	7.1/ 5.1
UMKC	14.9/27.5	13.5/18.9	11.3/16.5
Other out of state colleges	2.7/ 5.9	7.7/ 2.7	9.9/22.7
Avila	24.3/ 5.9	15.4/16.2	5.7/ 3.1
Other private colleges	2.7/11.8	13.4/16.2	5.7/ 7.2
Selected Career Occupations			
Advanced professions	13.6%	23.3%	23.0%
Allied health	13.0	16.4	12.6
Applied arts	7.1	1.4	4.6
Business operations	14.3	9.6	6.3
Management/sales	14.9	6.8	13.2
Social services	4.5	5.5	9.8
Technologies	16.2	19.2	13.8
Trades/crafts	1.3	1.4	1.1
Other	6.5	8.2	6.9
Don't know	8.4	8.2	8.6

1. Percents indicated are column percents calculated on the number of responses to the specific questions, which may be smaller than the total sample.

TABLE 8

EDUCATIONAL AND CAREER PLANS OF JCCC STUDENTS
BY STUDENT LEVEL, SPRING 1983

Student Plans	Student Level		
	Freshman	Sophomore	Special
Number in Sample[1]	213	179	77
Principal Reason for Attendance			
Prepare to transfer	46.2%	56.3%	28.6%
General education	1.5	4.6	2.6
Personal development	6.7	2.3	5.2
Subtotal	8.2%	6.9%	7.8%
Skills for job advancement	11.8	12.6	23.4
On-the-job requirements	0.5	0.0	1.3
Skills for first job	6.7	8.6	2.6
Skills to change jobs	15.9	6.3	18.2
Skills to re-enter work force	5.1	1.7	2.6
Subtotal	40.0%	29.2%	48.1%
Other	5.6%	7.5%	15.6%
Highest Degree Sought			
Associate's	22.8%	16.0%	6.1%
Bachelor's	42.3	44.3	40.8
Master's	29.2	30.5	46.9
Doctorate	5.7	9.2	6.1
1st/2nd Choice Transfer School			
University of Kansas	48.2/23.5%	42.3/28.8%	20.6/33.3%
Kansas State University	15.5/17.3	13.8/15.0	2.9/ 4.2
Other Kansas state colleges	6.3/ 9.8	4.0/ 6.4	2.9/ 4.2
UMKC	10.0/14.8	13.0/23.8	20.6/25.0
Other out of state colleges	10.9/22.2	5.7/10.0	2.9/ 0.0
Avila	6.4/ 2.5	12.2/ 8.8	35.3/12.5
Other private colleges	2.7/10.9	9.0/ 7.6	14.7/21.8
Selected Career Occupations			
Advanced professions	16.8%	22.3%	20.3%
Allied health	14.7	11.5	14.5
Applied arts	6.5	4.1	2.9
Business operations	10.9	8.8	10.1
Management/sales	7.6	18.9	13.0
Social services	8.7	4.1	8.7
Technologies	16.3	13.5	18.8
Trades/crafts	1.1	0.7	2.9
Other	6.0	8.1	7.2
Don't know	11.4	8.1	1.4

1. Percents indicated are column percents calculated on the number of responses to the specific questions, which may be smaller than the total sample.

TABLE 9

EDUCATIONAL AND CAREER PLANS OF
JCCC STUDENTS
BY ATTENDANCE STATUS, SPRING 1983

Student Plans	Attendance Status: Day	Evening	Day & Evening
Number in Sample[1]	250	141	65
Principal Reason for Attendance			
Prepare to transfer	56.6%	29.7%	48.4%
General education	3.3	2.9	1.6
Personal development	4.1	5.8	4.8
Subtotal	7.4	8.7	6.4
Skills for job advancement	4.9	31.9	11.3
On-the-job-requirements	0.0	1.4	0.0
Skills for first job	9.0	2.9	6.5
Skills to change jobs	11.5	13.8	14.5
Skills to re-enter work force	3.3	2.2	4.8
Subtotal	28.7	52.2	37.1
Other	7.4	9.4	8.1
Highest Degree Sought			
Associate's	13.5%	21.5%	23.1%
Bachelor's	48.0	43.0	25.0
Master's	31.0	32.9	38.5
Doctorate	7.6	2.5	13.5
1st/2nd Choice Transfer School			
University of Kansas	42.9/24.5%	33.9/29.8%	51.2/29.6%
Kansas State University	18.0/18.2	6.5/ 2.1	4.7/22.2
Other Kansas state colleges	7.4/ 5.4	1.6/10.7	0.0/11.1
UMKC	9.3/18.2	24.2/29.8	9.3/11.1
Other out of state colleges	8.7/20.2	1.6/ 2.1	11.6/11.1
Avila	7.5/ 3.6	25.8/12.8	11.6/ 7.4
Other private colleges	6.2/10.0	6.4/12.8	11.6/ 7.4
Selected Career Occupations			
Advanced degree professions	18.0%	17.8%	26.4%
Allied health	18.8	5.9	7.5
Applied arts	6.1	1.7	7.5
Business operations	8.3	15.3	5.7
Management/sales	10.5	17.8	11.3
Social services	6.1	5.9	13.2
Technologies	14.8	17.8	13.2
Trades/Crafts	0.4	1.7	3.8
Other	6.6	9.3	3.8
Don't know	10.4	6.8	7.5

PART II: STUDENT PERCEPTIONS OF JCCC

Ratings of College Characteristics

As part of the Spring, 1983, JCCC Student Survey, students were asked to rate the importance of selected college characteristics. They were asked to rate separately how important each of 20 characteristics "should be" for any college or university and how important each characteristic "is at JCCC". Summary data of student ratings of the perceived importance of college characteristics are contained in the following tables as percentage of responses, as average scores, and as priority rankings.

* Overall, the majority of students indicated that 15 of the 20 listed characteristics "should be" either "important" or "very important" to any college or university.

* Significantly, the majority of JCCC students also indicated that each of these same 15 characteristics were perceived to be important attributes of JCCC.

* The characteristics receiving the highest percentage of important ratings (including "important" and "very important" responses)for both "should be" and "is" questions were, in order, the following:

  --High quality teaching
  --Wide range of academic courses
  --Highly qualified faculty
  --Well-maintained and adequate facilities
  --Modern equipment and technology

* The five characteristics that did not receive a majority of important ratings were the following:

  --Large size with many different types of students
  --High social prestige
  --Small size
  --Good social life
  --Strong inter-collegiate athletic program

TABLE 10

JCCC STUDENTS' RATINGS OF THE IMPORTANCE
OF COLLEGE CHARACTERISTICS

College Characteristic	Percent Responding				
	Very Unimportant	Unimportant	Neutral/ No Opinion	Important	Very Important
High quality teaching					
Should be	1.5	0.0	0.7	5.7	92.1
Is at JCCC	1.8	1.1	6.4	50.9	39.9
Wide range of academic courses					
Should be	1.5	0.2	1.5	26.8	69.9
Is at JCCC	1.1	1.3	12.7	52.6	32.3
Solid preparation for graduate or professional school					
Should be	1.3	0.9	4.6	24.6	68.6
Is at JCCC	3.4	3.1	22.0	45.2	26.3
Practical training or career preparation					
Should be	1.6	0.7	8.2	24.7	64.8
Is at JCCC	1.6	2.3	20.0	36.8	39.4
Wide range of student services and activities					
Should be	2.0	3.8	19.7	44.5	30.0
Is at JCCC	1.8	7.7	33.3	38.1	19.0
Strong intercollegiate atheletic program					
Should be	5.8	9.8	40.9	26.7	16.9
Is at JCCC	4.1	10.7	55.8	23.7	5.7
Good library and services					
Should be	1.8	0.7	2.7	15.3	79.6
Is at JCCC	2.0	4.9	12.9	35.9	44.3
Highly qualified faculty					
Should be	1.3	0.2	2.4	13.5	82.5
Is at JCCC	1.3	2.4	11.3	47.2	37.7
Well-maintained and adequate facilities					
Should be	0.9	0.2	2.9	33.0	63.0
Is at JCCC	1.3	2.0	6.7	38.4	51.7
Low Cost					
Should be	1.1	1.6	7.1	32.5	57.7
Is at JCCC	2.0	2.2	9.6	33.5	52.8

TABLE 10

JCCC STUDENTS' RATINGS OF THE IMPORTANCE
OF COLLEGE CHARACTERISTICS
(continued)

College Characteristic	Percent Responding: Very Unimportant	Unimportant	Neutral/ No Opinion	Important	Very Important
Modern Equipment and Technology					
Should be	1.3	0.0	4.5	24.0	70.2
Is at JCCC	2.0	0.9	11.9	39.4	45.8
Small Size					
Should be	7.5	14.7	38.8	23.8	15.2
Is at JCCC	7.0	10.1	40.1	28.3	14.6
Large size with many different types of students					
Should be	7.9	18.1	45.3	17.4	11.3
Is at JCCC	5.4	14.4	52.5	20.5	7.2
Friendly atmosphere					
Should be	1.3	0.7	9.8	43.2	45.0
Is at JCCC	2.9	3.7	13.2	47.4	32.9
Good social life					
Should be	4.9	13.3	38.6	27.1	16.2
Is at JCCC	7.8	13.7	52.9	20.4	5.2
Good academic reputation					
Should be	1.6	0.9	4.0	25.4	68.1
Is at JCCC	1.8	2.4	13.4	39.9	42.5
High Social Prestige					
Should be	12.6	15.7	37.5	22.9	11.2
Is at JCCC	8.7	12.7	49.0	21.4	8.2
Convenient Location					
Should be	1.3	2.9	10.4	43.8	41.6
Is at JCCC	1.5	4.9	11.7	43.8	38.1
Courses scheduled at convenient times					
Should be	1.1	0.4	4.5	32.6	61.3
Is at JCCC	3.5	3.5	11.4	43.4	38.2
Availability of scholarships or financial aid					
Should be	0.9	1.3	21.7	26.8	49.2
Is at JCCC	2.7	4.7	37.6	30.7	24.4

Average Scores and Discrepancies

Students rated both how important they perceived each characteristic "should be" for any college or university and how important they perceived each characteristic "is at JCCC" on a five-point scale, which ranged from "very unimportant" (=1) to "very important" (=5).

The average of student ratings were calculated for each characteristic and interpreted according to the following ranges:

1.00 to 1.50	=	Very unimportant
1.51 to 2.50	=	Unimportant
2.51 to 3.50	=	Neutral/No opinion
3.51 to 4.50	=	Important
4.51 to 5.00	=	Very important

* Nine of the 20 characteristics received average scores that indicated that these "should be" "very important" characteristics of a college or university.

  The attributes perceived by students to be most important were primarily those related to academic aspects of colleges, including "high quality teaching," "high quality faculty," "good library and services," and "wide range of academic courses."

* Students perceived that 6 of the remaining 11 characteristics "should be" "important" for any college or university. The 5 remaining characteristics received average scores indicating "neutral/no opinion" assessments of their importance.

* All 15 of the characteristics that students perceived to be important for all colleges or universities were also perceived to be important characteristics of JCCC as well.

* Nearly all 20 of the characteristics were rated higher on the "should be" "important" dimension than on the "is at JCCC" dimension.

  However, numerous studies of this type have shown that this is almost always the result when respondents are asked to rate ideal ("should be") characteristics with actual ("is") characteristics.

* Thus, overall, students perceived that characteristics which are important attributes of JCCC are the same characteristics that they perceived to be important for all colleges and universities.

The discrepancy, or difference, between "should be" and "is" average scores for each college characteristic is an indication of the degree to which JCCC is perceived to place the level of importance that it "should" on a given characteristic. Small discrepancies indicate that the importance placed on some characteristic at JCCC is approximately commensurate with the same characteristic's desired importance.

* Although there were no significant discrepancies, in some instances JCCC was perceived by students to place somewhat less importance than is ideal on each of the following aspects of its mission:

  -- Preparation for graduate and professional school
  -- High quality teaching
  -- High quality faculty
  -- Library services
  -- Scholarships and financial aid

However, even those discrepancies between average "should be" and "is" scores are relatively minor and may be attributed to the common tendency of all respondents to such questions to rate expectations somewhat higher than reality. In fact, the characteristic exhibiting the largest discrepancy, "solid preparation for graduate or professional school may not even be an appropriate concern of JCCC, or indeed of any community college. Also, it should be noted that students did indicate such characteristics as "high quality teaching" and "high quality faculty" among the strongest attributes of the College.

* Characteristics exhibiting the lowest discrepancies between "should be" and "is" importance were the following:

  -- Appropriate size
  -- Social prestige
  -- Convenient location
  -- Low cost
  -- Well maintained and adequate facilities
  -- Inter-collegiate athletic program

* Overall, JCCC students perceived that actual characteristics of the College were congruent with their perceptions of the characteristics that colleges and universities should possess.

Although student ratings of perceived importance do not in themselves constitute an explicit evaluation of the College or any of its components, it is clear that the majority of students perceive that important attributes of JCCC are also those which should characterize all institutions of higher education. In this sense, then, JCCC appears to be successful in meeting its students' expectations regarding the nature and quality of their higher education experience.

TABLE 11

AVERAGE SCORES AND DISCREPANCIES
FOR "SHOULD BE" AND "IS AT JCCC" RATINGS

College Characteristic	Average Score	Discrepancy between "should be" & "is at JCCC"
High quality teaching		
Should be	4.87	.61
Is at JCCC	4.26	
Wide range of academic courses		
Should be	4.63	.49
Is at JCCC	4.14	
Solid preparation for graduate or professional school		
Should be	4.58	.70
Is at JCCC	3.88	
Practical job training or career preparation		
Should be	4.51	.41
Is at JCCC	4.10	
Wide range of student services and activities		
Should be	3.97	.32
Is at JCCC	3.65	
Strong intercollegiate athletic program		
Should be	3.39	.23
Is at JCCC	3.16	
Good library and services		
Should be	4.70	.54
Is at JCCC	4.16	
High quality faculty		
Should be	4.76	.58
Is at JCCC	4.18	
Well-maintained and adequate facilities		
Should be	4.57	.20
Is at JCCC	4.37	
Low Cost		
Should be	4.44	.11
Is at JCCC	4.33	

TABLE 11

AVERAGE SCORES AND DISCREPANCIES
FOR "SHOULD BE" AND "IS AT JCCC" RATINGS
(continued)

College Characteristic	Average Score	Discrepancy between "should be" & "is at JCCC"
Modern equipment and technology		
Should be	4.62	.36
Is at JCCC	4.26	
Small Size		
Should be	3.25	-.09
Is at JCCC	3.34	
Large size with many different types of students		
Should be	3.06	-.04
Is at JCCC	3.10	
Friendly atmosphere		
Should be	4.30	.26
Is at JCCC	4.04	
Good social life		
Should be	3.36	.35
Is at JCCC	3.01	
Good academic reputation		
Should be	4.58	.39
Is at JCCC	4.19	
High social prestige		
Should be	3.05	-.03
Is at JCCC	3.08	
Convenient location		
Should be	4.21	.09
Is at JCCC	4.12	
Courses scheduled at convenient times		
Should be	4.53	.44
Is at JCCC	4.09	
Availability of scholarships or financial aid		
Should be	4.22	.52
Is at JCCC	3.70	

Priority Characteristics

Ranking the average scores received for each characteristic provides a list of priorities that JCCC students perceive should be important and those that they perceive are currently important at JCCC.

* Students consistently ranked academic attributes as the most important priorities for all colleges and universities.

* Students perceived JCCC's actual priorities to be similar, though they were quick to perceive that, in addition to academic quality, the College placed importance on facilities, equipment, low cost, and some practical concerns.

* Overall, students' priority expectations matched their perception of JCCC's actual performance.

TABLE 12

PRIORITY RANKINGS OF IMPORTANCE OF
COLLEGE CHARACTERISTICS

Ranking	Should Be Important	Is Important at JCCC
1st	High quality teaching	Well-maintained and adequate facilities
2nd	Highly qualified faculty	Low cost
3rd	Good library services	Modern equipment and technology
4th	Wide range of academic courses	High quality teaching
5th	Modern equipment and technology	Good academic reputation
6th	Solid preparation for graduate or professional school	Highly qualified faculty
7th	Good academic reputation	Good library and services
8th	Well-maintained and adequate facilities	Wide range of academic courses
9th	Classes scheduled at convenient times	Convenient location
10th	Practical job training	Practical job training
11th	Lost cost	Classes scheduled at convenient times
12th	Friendly atmosphere	Friendly atmosphere
13th	Availability of scholarships or financial aid	Solid preparation for graduate or professional school
14th	Convenient location	Availability of scholarships or financial aid
15th	Wide range of student services and activities	Wide range of student services and activities
16th	Strong intercollegiate athletic program	Small size
17th	Good social life	Strong intercollegiate athletic program
18th	Small size	Large size with many different types of students
19th	Large size with many different types of students	High social prestige
20th	High social prestige	Good social life

PART III: STUDENT EVALUATIONS OF SELECTED COLLEGE SERVICES

Use of and Satisfaction with Selected JCCC Services

Several of the questions that comprised the survey concerned students' use of and satisfaction with various college services. The results of these evaluations are summarized below and in the attached tables.

* A number of services currently provided by the College are used by less than half the student body. These include the dental hygiene clinic, the child play center, intramural and intercollegiate athletics, and non-credit offerings.

* Not surprisingly, the most heavily used services included the bookstore and the library, followed by vending services and counseling.

* In most instances, the actual users of College services were satisfied with the service they received. Areas receiving the greatest percentage of "satisfied" ratings from users included the following:

  --instructional support services (writing and math labs, learning center)
  --information desk
  --library services
  --bookstore
  --testing services

* None of the College services listed received more than 20 percent dissatisfied ratings.

* Generally, the services receiving dissatisfied ratings from 15 to 20 percent of student-users were also those that were most utilized, including the bookstore, vending services, counseling services and library services.

* Ironically, some of the services receiving the greatest number of dissatisfied ratings also received the greatest number of satisfied ratings. Evidently, students were unlikely to be neutral in evaluating heavily used services.

* Overall, students' ratings of JCCC services were overwhelmingly positive, particularly for those that students indicated they were likely to use.

TABLE 13

STUDENT USE OF COLLEGE SERVICES
SPRING, 1983

Service	Non-Users	Users
Library services	12.9%	87.1%
Cafeteria services	34.3	65.6
Vending services	14.2	85.8
Business office services	44.8	55.2
Child play center	67.7	32.4
Campus Ledger	27.5%	72.5%
Bookstore	2.8	97.3
Information desk	28.0	72.0
Student activities program	36.5	63.6
Student activities special events	47.0	53.0
Student government/senate	45.1%	54.9%
Instructional support service	30.1	69.9
Counseling services	14.7	85.4
Financial aid services	49.1	50.8
Testing services	31.0	69.0
Non-credit courses/workshops	54.3%	45.7%
Dental hygiene clinic	69.2	30.9
Career planning and placement	47.8	52.2
Intramural athletics	66.4	33.7
Intercollegiate athletics	64.4	35.5

(N = 469)

TABLE 14

STUDENT SATISFACTION WITH COLLEGE SERVICES
SPRING, 1983

Service	Satisfied	Neutral/ No Opinion	Dissatisfied
Library services	68.9%	16.1%	15.0%
Cafeteria services	59.1	27.4	13.4
Vending services	55.6	26.2	18.5
Business office services	59.8	33.5	6.7
Child play center	32.8	64.1	3.4
Campus Ledger	43.6%	41.2%	15.2%
Bookstore	66.6	14.0	19.5
Information Desk	69.4	28.5	2.1
Student activities program	54.5	37.8	7.9
Student activities special events	40.8	55.1	4.2
Student government/senate	11.5%	74.3%	14.2%
Instructional support service	75.3	18.9	5.9
Counseling services	57.3	25.6	17.2
Financial aid services	46.2	39.2	14.3
Testing services	65.7	29.4	4.9
Non-credit courses/workshops	58.0%	39.2%	2.8%
Dental hygiene clinic	48.4	47.7	4.2
Career planning and placement	47.7	42.0	10.3
Intramural athletics	27.1	60.4	12.8
Intercollegiate athletics	30.9	59.3	9.6

(N = 469)

Student Use of Counseling Services

Students were also asked for more detailed information regarding their use of counseling services.

* Two-thirds of the respondents had visited a counselor one to three times during the year. The majority sought academic advisement or transfer information. Only 10 percent sought counseling for personal concerns.

* Eighty-five percent felt that the time spent with the counselor was adequate, and 80 percent indicated that they got the help they sought.

* However, a fifth reported that they had not seen a counselor during the academic year. Overwhelmingly, these students indicated that they had not needed a counselor's help.

* Part-time students were less likely to use counseling services than full-time students; 71 percent of those who had not visited a counselor were enrolled in less than seven credit hours. The majority of non-users were also enrolled in evening classes.

TABLE 15

STUDENT USE OF COUNSELING SERVICES.

	Number	Percent
Number of visits with counselor during year		
0	99	21.5%
1 to 3	308	66.8
4 to 6	42	9.1
7 or more	12	2.6
Type of counseling session*		
Academic Advisement	250	53.3%
Returning to college - general	82	17.5
Transfer information	193	41.2
Personal concerns	47	10.0
Career information	126	26.9
Veterans' information	24	5.1
Other	21	4.5
Counselor helped me feel at ease		
Very	181	48.0%
Somewhat	115	30.5
A little	55	14.6
Not at all	26	6.9
Reasons for not seeing a counselor		
Not aware of counseling services	5	4.3%
Received help from another student	4	3.4
Got transfer sheets without talking with counselor	11	9.5
Did not need help	76	65.5
Received help from an instructor	9	7.8
Other	11	9.5

* Respondents gave several answers to this question, averaging 1.6 responses per student. Thus the sum of the percentages exceeds 100%.

Student Interest in Non-Credit Workshops

Students' interest in attending non-credit workshops provided additional information regarding their perceptions of their needs.

* Nearly 86 percent of the respondents expressed some interest in attending non-credit workshops to develop study skills or personal skills. However, half of these would attend only if these offerings were free.

* Students were primarily interested in offerings related to academic needs or plans. The workshops of greatest interest included positive thinking, learning to take tests, selecting a career, how to select/transfer to a four-year school, and study skills.

TABLE 16

STUDENT INTEREST IN NON-CREDIT WORKSHOPS

	Number	Percent
Interest in non-credit workshops or classes		
Not interested under any circumstances	65	14.3%
Would attend if free	193	42.4
Would attend for small charge	197	43.3

TABLE 17

STUDENT INTEREST IN TYPES OF NON-CREDIT WORKSHOPS

Workshops	Very Interested	Somewhat Interested	Not Interested
Time management/goal setting	22.0%	41.5%	36.5%
Risk taking	17.2	36.5	46.3
Listening/communication skills	25.8	40.8	33.4
How to select/transfer to a four-year school	36.3	29.4	34.3
Selecting a career	37.1	30.6	32.3
Positive thinking	38.3	33.7	28.0
Study skills	35.4	32.8	31.7
Learning to take tests	37.0	27.5	35.5
Developing confidence	32.4	35.2	32.4
Sexuality	19.8	34.1	46.1
Couples' communication	24.1	35.7	40.2
Coping with loss	21.6	33.3	45.1
Coping with math anxiety	22.8	22.8	54.4
Career planning for disabled students	15.2	20.0	64.8
Single parenting	11.8	19.9	68.3
Money management skills	32.2	35.9	31.9
Information on under-graduate/graduate programs	34.2	35.5	30.3

(N=469)

Student Attitudes Regarding Selected Issues

Students were also asked to indicate their support or opposition to a variety of proposals pertinent to the continuing development of the College.

* The vast majority of students favored the establishment of different degrees for different types of academic preparation, and 56 percent supported the establishment of minimum general education requirements.

* Students overwhelmingly favored expanding the College's educational offerings. Over 80 percent favored expanding both transfer and career programs and over two-thirds favored providing increased educational services to business and industry and vocational/technical offerings.

* JCCC students indicated more support for expanding the present campus than for establishing a second campus, but the number of students supporting the establishment of a second campus was twice the number of those opposed.

* Students were largely neutral in their attitudes regarding intercollegiate athletics; the majority neither supported nor opposed the fielding of football, track, or swimming teams. However, JCCC students favored building general use athletic facilities, such as a swimming pool and a track.

TABLE 18

STUDENT ATTITUDES REGARDING ACADEMIC, ATHLETICS, AND FACILITIES ISSUES

Policy	Support	Neutral	Opposed
Establishing:			
-minimum general education requirements	56.1%	17.9%	25.9%
-different degrees for different types of academic preparation	78.3	18.3	3.5
Expanding:			
-career program offerings	82.3%	15.6%	2.1%
-transfer program offerings	86.6	12.7	0.6
-vocational/technical program offerings	68.5	29.3	2.2
-educational services to business and industry	69.2	29.5	1.3
Fielding an intercollegiate:			
-swimming team	28.8%	59.3%	11.9%
-football team	26.2	54.3	19.5
-track team	31.4	57.1	11.5
Building a:			
-track	41.7%	44.3%	14.0%
-football stadium	25.5	44.3	30.2
-swimming pool	55.8	34.5	9.7
Expanding the present campus	70.8%	26.0%	3.3%
Establishing a second campus	42.1%	36.7%	21.1%

JCCC STUDENT SURVEY

THE COLLEGE NEEDS YOUR HELP. YOUR OPINIONS ABOUT THE COLLEGE ARE IMPORTANT AND VALUABLE.

The administration and faculty of Johnson County Community College are very interested in your attitudes and opinions about the College. Your thoughtful responses to this survey will help us meet your needs and plan for the future.

Please complete this survey and return it to the instructor of the class in which it has been distributed. All responses are strictly confidential and your anonymity will be maintained.

If you have completed this survey in another class, please do not complete it again. Instead write "Have already competed this" on the survey and return it to your instructor. Thank you for your time and cooperation.

A. COLLEGE CHARACTERISTICS

Directions: Please rate the importance of each of the following characteristics of colleges or universities. Rate how important each characteristic should be for all colleges and universities; then rate how important you perceive each characteristic is at JCCC. Circle the number that corresponds to your response

		very unimportant	unimportant	neutral/ no opinion	important	very important
1. high quality teaching						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
2. wide range of academic courses						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
3. solid preparation for graduate or professional school						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
4. practical job training or career preparation						
	should be	1	2	3	4	5
	is at JCCC					
5. wide range of student services and activities						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
6. a strong intercollegiate athletic program						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
7. a good library and services						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
8. highly qualified faculty						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
9. well-maintained and adequate facilities						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
10. modern equipment and technology						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
11. small size						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
12. large size with many different types of students						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
13. friendly atmosphere						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5

		very unimportant	unimportant	neutral/ no opinion	important	very important
14. good social life						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
15. good academic reputation						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
16. high social prestige						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
17. convenient location						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
18. classes scheduled at convenient times						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
19. availability of scholarships or financial aid						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5
20. low cost						
	should be	1	2	3	4	5
	is at JCCC	1	2	3	4	5

B. COLLEGE SERVICES

Directions: Please indicate your level of satisfaction with the following services provided by the College. Circle the number that corresponds to your response.

	don't use	dissatisfied	neutral/ no opinion	satisfied
21. library services	1	2	3	4
22. cafeteria services	1	2	3	4
23. vending services	1	2	3	4
24. business office services (e.g. check cashing)	1	2	3	4
25. child play center	1	2	3	4
26. Campus Ledger (student newspaper)	1	2	3	4
27. bookstore	1	2	3	4
28. information desk	1	2	3	4
29. student activities program (e.g. concerts, movies, lectures)	1	2	3	4
30. student activities special events (e.g. Fool-Con, Bloodmobile)	1	2	3	4
31. student government/student senate	1	2	3	4
32. instructional support service (e.g. learning center, writing lab, math lab)	1	2	3	4
33. counseling services	1	2	3	4
34. financial aid services	1	2	3	4
35. testing services	1	2	3	4
36. non-credit courses/workshops for students	1	2	3	4
37. dental hygiene clinic	1	2	3	4
38. career planning and placement services	1	2	3	4
39. intramural athletics	1	2	3	4
40. intercollegiate athletics	1	2	3	4

C. POLICY QUESTIONS

Directions: Please indicate your support or opposition for each of the following proposals under consideration by JCCC. Circle the number that corresponds to your response.

	strongly opposed	opposed	neutral/ no opinion	support	strongly support
Academic Issues:					
41. Establishing minimum general education requirements for all students (e.g., 2 English courses, 1 social science, 2 mathematics, etc. required for graduation)	1	2	3	4	5
42. Establishing different degrees to indicate different types of academic preparation (e.g., associate of arts, associate of applied science, associate of general studies, etc.)	1	2	3	4	5
43. Expansion of career program offerings	1	2	3	4	5
44. Expansion of transfer program offerings	1	2	3	4	5
45. Expansion of vocational/technical program offerings	1	2	3	4	5
46. Increasing educational services provided to business and industry.	1	2	3	4	5
Athletic Issues:					
47. Fielding an intercollegiate swimming team	1	2	3	4	5
48. Fielding an intercollegiate football team	1	2	3	4	5
49. Fielding an intercollegiate track team	1	2	3	4	5
Facilities Issues:					
50. Building a track	1	2	3	4	5
51. Building a football stadium	1	2	3	4	5
52. Building a swimming pool	1	2	3	4	5
53. Expanding the present campus	1	2	3	4	5
54. Establishing a second JCCC campus	1	2	3	4	5

D. WORKSHOPS FOR STUDENTS

Directions: Please indicate your level of interest in attending the following non-credit workshops or classes.

	very interested	somewhat interested	not interested
55. Time Management/Goal Setting	___	___	___
56. Risk Taking	___	___	___
57. Listening/Communications Skills	___	___	___
58. How to Select and/or Transfer to a Four-Year School	___	___	___
59. Selecting a Career	___	___	___
60. Positive Thinking	___	___	___
61. Study Skills	___	___	___
62. Learning to Take Tests	___	___	___
63. Developing Confidence	___	___	___
64. Sexuality	___	___	___
65. Couples Communication	___	___	___
66. Coping with Loss	___	___	___
67. Coping with Math Anxiety	___	___	___
68. Career Planning for Disabled Students	___	___	___
69. Single Parenting	___	___	___
70. Money Management Skills	___	___	___
71. Information on Undergraduate/Graduate Programs	___	___	___
72. Other (Please list):_____		___	___

73. Indicate the circumstances under which you would be interested in attending non-credit workshops or classes to develop study skills or personal skills.

___ not interested under any circumstances
___ would attend if free
___ would attend for small charge

74. Indicate the most convenient times for you to attend non-credit workshops or classes.

___ weekday mornings ___ weekend mornings
___ weekday afternoons ___ weekend afternoons
___ weekday evenings ___ weekend evenings

75. Indicate the most appropriate length of time for attending non-credit workshops or classes.

___ one-two hours ___ half day ___ all day ___ several days

E. COUNSELING SERVICES

76. Indicate the number of visits you had with a JCCC counselor during the past year.

___ 0 ___ 1-3 ___ 4-6 ___ more than six

77. Type of session with counselor (Check all that are appropriate.):

___ academic advisement ___ transfer information ___ career information
___ returning to college-general ___ personal concerns ___ veterans information
___ other, please explain _____

78. Was the period of time spent with the counselor adequate? ___ Yes ___ No

79. Did you get the help, directly or indirectly, you were seeking? ___ Yes ___ No

80. How much at ease did the counselor help you feel?

___ very ___ somewnat ___ a little ___ not at all

81. If you have not seen a JCCC counselor during the past year, please indicate the reasons.

___ not aware of counseling services ___ did not need help
___ received help from another student ___ received help from an instructor
___ got transfer sheets without talking with counselor
___ other, explain _____

F. COMPUTER LIBRARY

82. Which of the following describes your understanding and ability to use computers?

___ little or none
___ general understanding of computer terminology and applications
___ ability to use prepared software programs
___ ability to write simple programs
___ ability to write original software programs

G. STUDENT CHARACTERISTICS

83. Zipcode of home address: ___ ___ ___ ___ ___
84. Age: _____ 85. Sex: ___ male ___ female
86. Marital status: ___ single ___ married
87. Number of children (if any): _____
88. Employment status (in a job outside the home):

___ not working and not looking for work ___ working part-time
___ not working, but looking for work ___ working full-time

89. Job title (if any) _____
90. Average hours worked per week (if any): _____
91. Average weekly earnings (if any): _____
92. Dependent status: (Check the most appropriate response.)

___ financially dependent on parents
___ financially independent of parents
___ self-supporting head of a household
___ jointly support a household

93. Indicate any disability you have:

___ none
___ visually impaired
___ physically disabled
___ other
___ mobility impaired
___ hearing impaired
___ learning disabled

H. ACADEMIC CHARACTERISTICS

94. Student status: ___ day student ___ evening student ___ day and evening student
95. Number of semesters at JCCC (including present semester): _____
96. Number of credit hours enrolled in this semester at JCCC: _____
97. Total credit hours previously completed at JCCC: _____
98. Approximate cumulative grade point average at JCCC: _____
99. Total credit hours previously competed at another college or university: _____
100. Major field of study: _____
101. Highest degree/level of education attained:

___ grade school diploma
___ GED diploma
___ high school diploma
___ occupation license or certificate
___ associate's degree
___ bachelor's degree
___ master's degree
___ doctorate (Ph.d., M.D., D.D.S., etc.)

102. Year of high school graduation: _____
103. High school from which graduated:

name: _____
city/state: _____

I. GOALS

104. What is your principal reason for attending JCCC?

___ to prepare for transfer to a four-year college or university
___ to improve my job-related skills to increase my opportunity for promotion and job advancement
___ to satisfy on-the-job training requirements
___ to gain a general education and appreciation of ideas
___ for personal development
___ to develop skills to prepare for my first job or career
___ to develop skills to help me change my job or career
___ to develop skills to help me re-enter the job market after a period of unemployment
___ other, please describe _____

105. If you intend to transfer to a four-year college or university, which are your choices?

first choice: _____
second choice: _____

106. How many semesters do you plan to have completed at JCCC before you transfer? _____
107. What is the highest degree that you hope to earn? _____
108. If you are developing job skills, for what type of job are you preparing or hoping to advance in? (Choose only one career cluster.)

___ Advanced Degree Professions (e.g., engineer, lawyer, physician, professor, accountant)
___ Allied Health (e.g. nurse, medical technician, physical therapist, dental assistant or hygienist)
___ Applied Arts (e.g., artist, writer, musician, actor, designer)
___ Business Operations (e.g., bookkeeper, secretary, paralegal, office machine operator)
___ Management and Sales (e.g., manager, insurance, retail sales, stock or real estate agent)
___ Social Service (e.g. teacher; social, welfare, or recreational worker; law or corrections officer)
___ Technologies (e.g., engineering, electronics, laboratory technician, draftsman, computer programmer)
___ Trades and Crafts (e.g., construction worker, mechanic, automotive, factory, or farm worker)
___ I don't know
___ other, please specify _____

THANK YOU FOR COMPLETING THE ENTIRE SURVEY. YOU HAVE PROVIDED THE COLLEGE VALUABLE INFORMATION.

ERIC Clearinghouse for Junior Colleges
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